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ABSTRACT

Five papers look at facets of leadership and its development in the schools. The first paper, "The Development of Pupil Leadership" by Joe Cawood, looks at definitions of giftedness which include leadership, and offers an inverted pyramid model of leadership development in schools. The second paper, "Class-Based and Subject-Related Leadership Development for School Pupils" by Sunita Conradie, identifies teaching strategies to foster leadership development, including an atmosphere of relaxed accpetance in the classroom and the incorporation into the syllabus of a theme on leadership. Strategies were successfully implemented in nine South Africa high schools. Appendixes list appropriate curriculum components, teaching methods, and activities. The next paper, also by Conradie, is entitled "Guidelines for the Identification of Leadership Potential in School Pupils." Guidelines are offered concerning early identification, continuous identification, and use of a multidimensional approach. The fourth paper, by Johan Slabbert, is titled "Leadership Development at Paul Roos Gymnasium" and describes a program which developed leadership skills through a system of class committees involved in project planning and decision making. The final paper, by Chris Kapp, is called "Creating the Climate for Climbing the Leadership Ladder." It looks at the role of prefect councils and head prefects in South Africa's schools and the development of a head prefect leadership training program in the Cape Province. (DB)

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CLIMBING THE LADDER TO LEADERSHIP - A PANEL DISCUSSION

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ED292228

1. THE DEVELOPMENT OF PUPIL LEADERSHIP - DR JOE CAWOOD, University or Stellenbosch, Stellenbosch, South Africa.

Leadership ability or leadership potential is generally accepted today as one of the manifestations of giftedness. Definitions of giftedness such as the following are proof to this statement:

DEFINITIONS

1959	Portland Public School, Oregon, U.S.A.
1970	Rice, U.S.A.
1972	U.S. Office of Education
1978	U.S.A. Gifted and Talented Children's Education Act
1978	Ministry of Education, Ontario, Canada
1980	Painter, England.
1982	H.S.R.C., R.S.A.

The following key-concepts of three well-known definitions of giftedness give evidence that leadership potential is widely accepted as a manifestation of giftedness:

	U.S.A. (1978)	ONTARIO (1978)	R.S.A. (1982)
1.	intellectual	intellectual	intellectual
2.	specific academic	academic	specific academic
3.	creative	aesthetic	creative
4.	LEADERSHIP ABILITY	PSYCHO-SOCIAL	LEADERSHIP
5.	performing arts	-	performing arts
6.	visual arts	-	fine arts
7.	-	kinesthetic	psycho-motor

It is very seldom that all these components are present in one individual. Although this may be the case in a few very exceptional individuals it is not essential that leadership

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potential should be linked with any other manifestation of giftedness. Research shows that the correlation between scholastic or academic achievement and leadership potential or ability is quite low (more or less 0,5).

That contemporary society with its masses of people needs good leaders is also generally recognized. There should be individuals who are prepared to do the things which have to be done, to gather others around them and move forward to a desirable goal or worthy objectives.

In a recent international survey of education for gifted children dr. Harry Passow singles out the area of leadership development as the cinderella of the manifestations of giftedness. It is undeniably true that we are not doing enough in our schools, colleges and universities to cater for this specific need. We should identify leadership potential in children, structure programmes for developing their potential and help them to practice the necessary skills.

This symposium will discuss the following aspects:

a) Leadership development for all school pupils
b) The need for the identification of leadership potential
c) A leadership development project in a high school
d) Leadership development for school leaders

It is based on research done in the Department of Didactics at this university which links up with work done on educational leadership. For nearly a decade leadership development programmes for all kinds of educational leaders have been structured by personel of our university in conjunction with other educational bodies. We have also done a wide variety of developmental work on leadership for school pupils.

The following doctoral and masters dissertations were completed on the subject of pupil/student leadership development during the past decade:

1974	Bauer, G.	: Pupil leadership development
1978	Müller, E.M.	: Leadership development of junior officers
1982	Firmani, O.M.	: Student councils in high schools
1983	Hanekom, M.	: Student councils in primary schools
1984	Conradie, S.M.	: Class-based and subject-related leadership development
1984	Slabbert, J.D.	: High profile pupil leadership development

We have also done a wide variety of developmental work on leadership for school pupils. This work grew from a small beginning to a fairly extensive yearly project and is aided by educational bodies and schools.

DEVELOPMENTAL WORK

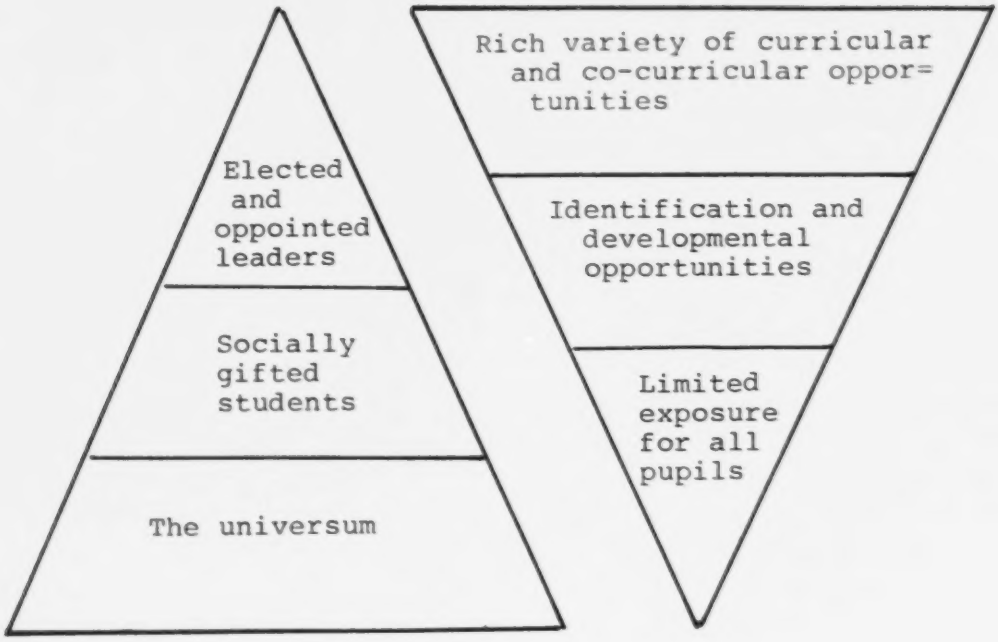
1977	1	head prefects' seminar
1978	1	head prefects' seminar
1979	6	decentralized head prefects' seminars
1980	7	decentralized head prefects' seminars
1981	7	decentralized head prefects' seminars
1982	7	decentralized head prefects' seminars
1983	7	decentralized head prefects' seminars
1984	10	decentralized head prefects' seminars
1985	11	decentralized head prefects' seminars

In addition to these seminars two books were published:

1979 Cawood, J. and Swartz, J.F.A. **If you are elected - a guide for young leaders.** Parow: Nasou.

1980 Cawood, J. and Gibbon, J. **Educational Leadership.** Parow: Nasou

We can illustrate leadership development at school level with an inverted pyramid:


Elected and oppointed leaders
Socially gifted students
The universum
Rich variety of curricular and co-curricular oppor= tunities
Identification and developmental opportunities
Limited exposure for all pupils

Every single school pupil should have the opportunity to experience some or other leadership. Even if this exposure is limited it will help to prepare them for the leadership tasks which they may have to fulfil some or other time during their life. Socially gifted children should however be identified and given special developmental opportunities in the school. These curricular and co-curricular activities can be expanded further to provide a rich and diverse variety of experiences and opportunities to develop the potential and abilities of appointed and elected school leaders.

CLASS-BASED AND SUBJECT-RELATED LEADERSHIP DEVELOPMENT FOR SCHOOL PUPILS

2 DR SUNITA CONRADIE, University of Stellenbosch, Stellenbosch, South Africa.

Only a few school pupils will become the future **great** leaders - the Caesars, Margaret Thatchers or the Florence Nightingales - but all pupils can and will probably perform leadership tasks or group-membership tasks in some or other social situation. The acceptance of leadership responsibilities by pupils in the school commumity, as well as in the wider community, will be enhanced if they are trained to be good and responsible group-members or group-leaders. Pupils may be more inclined to accept leadership tasks and positions in later life and will indeed be better equiped, and therefore more effective leaders, if they have knowledge about leadership and have acquired the necessary leadership skills (Judkins, 1978: 1).

Studies on leadership (Levi, 1930; Bass, 1960; Hemphill, 1961; Newell, 1962; Edwards, 1974; Judkins, 1978; Olivero, 1978 and many others) stress the transferability of leadership skills from leadership experiences in the primary school to the secondary school and from the school to the wider community. The school should therefore utilize the many opportunities which ordinary classroom organization and subject-teaching situations present for leadership development. The following strategies are particularly appropriate:

- The creation of **AN ATMOSPHERE OF RELAXED ACCEPTANCE** in teaching situations through which pupils will be encouraged to perform leadership tasks, accept leadership positions and leadership responsibilities and partake freely in group activities. In this regard Bany and Johnson (1975: 142) emphasize: **The type of classroom leadership used by die teacher affects the overall emotional tone pervading the interaction between teacher-pupil and teacher-group.**

- It is therefore essential that the teacher should **MODEL LEADERSHIP BEHAVIOUR** par excellence and discuss the behaviour of all kinds of leadership with pupils. Olivero (1978: 17) maintains: **Modelling is perhaps the best instructional strategy of them all: students learn from the positive examples of their teachers.** Hillman and Smith (1981: 61) emphasize the responsibility of the teacher. He ..... **can be a powerful intervening force who knowingly can influence the development of positive forms of leadership in all children.**

- The classroom situation and the teaching situation can be organized in such a way that **RESPONSIBLILITIES AND TASKS ARE SHARED BY PUPILS AND TEACHER.** A committee system in which pupils fulfil offices and have to delegate tasks, and through which the teacher can share his own leadership position with pupils, is therefore essential. Initially pupils should receive strong direction from the teacher in the form of guidelines, objectives, task analyses, job cards, etc. but should be allowed and guided to develop their own as well as to take the initiative and the complete responsibility for specific tasks upon themselves. A task-analysis (by the pupils) will determine the committees needed in the classroom. Using pupils in leadership positions in the teaching situation do however require careful planning by the teacher and probably well-structured assignments.

  The creation of **AN ACADEMIC PARTNERSHIP** with pupils should aim at the maximal involvement of pupils in the planning, teaching and evaluation processes. This partnership should be based on consultation and should not be equated with the abdication of the teacher from his own leadership position in the teaching situation. As curriculum-developers pupils can propose activities, objectives, content, themes, projects, items on agendas, procedures, processes, co-curricular activities, methods, problems, solutions, descriptions, explanations, applications, norms, criteria, questions, rules and regulations, changes, possibilities, renewal-strategies, relations, functions, evaluation methods, improvements, remedial procedures, enrichment, etc. They can assist

in the evaluation of pupils and projects, help pupils with learning problems, give enrichment-lectures, demonstrate to the peer-group, etc.

- The incorporation of a **THEME ON LEADERSHIP** in the subject-sillabus (as an introduction to the subject-matter or integrated with the subject-matter) and emphasis on the contributions of leaders in the subject-field, to humanity in general and to the specific field of knowledge, are important and valuable strategies (see Addendum A: **A PROPOSED CURRICULUM FOR CLASS-BASED AND SUBJECT-RELATED LEADERSHIP DEVELOPMENT**).

- The selection and application of appropriate **TEACHING-METHODS** (e.g. group-work, self-activity methods or experience-methods) by the teacher will provide pupils with opportunities to practise leadership and group skills (see Addendum B: **A PROPOSED CLASSIFICATION OF TEACHING METHODS**)

- Specific **ATTITUDES** which are associated with good or effective leadership should be advanced in pupils.

- A focus on **PROBLEMS** in the subject matter will teach pupils **how** to solve various problems. An emphasis on the relationship between subject-matter and relevant problems in society or the community in which the pupil lives gives meaning to the subject-matter mastered in the school. Different problems require different problem-solving procedures. It is essential that pupils should realize that problems can be solved if you choose the appropriate procedure for the particular type of problem. Investigations, research, the use of questionnaires and group and panel discussions, etc. will provide pupils with valuable experiences in the solving of problems.

- Pupils should be allowed to organize and present **SUBJECT-RELATED ACTIVITIES.** The teacher's advice, assistance, encouragement and, when appropriate, evaluation will be invaluable. He should strive to develop in pupils the necessary **SKILLS ASSOCIATED WITH LEADERSHIP-**

POSITIONS AND OFFICES. Subject-related activities vary according to the different subjects. Therefore pupils can gain experience in a wide spectrum of activities and situations (see **ADDENDUM C** in which some of these activities are tabulated).

- Subject-related opportunities for leadership development are the follcwing:

  - a magnet-class for subject-leaders
  - the founding of a subject-related society through which specific leadership experience can be qained, and
  - co-curricular leadership training programmes for subject-leaders.

These strategies can also be a co-operative effort by subject teachers to assist academically gifted pupils in the development of their leadership potential.

The implementation of these strategies should never imply however the abdication of the teacher from his own leadership position in the teaching-situation. If he undertakes leadership development he will merely be fulfilling his responsibility towards his pupils. As a true leader he will train his followers as effective leaders for the future by guiding them step-by-step up the ladder to leadership.

The teacher should always keep a healthy perspective on leadership development which is reflected in the objectives. Knowledge of leadership and the acquiring of leadership skills do not necessarily guarantee leadership positions or successful leadership. They do however enlarge the possibility of **more** effective leadership behaviour. If the trainees do not eventually become leaders in the school community or in later life, they may still be better or more active followers and group-members, assisting others to be more effective leaders.

To implement these strategies a subject-related leadership development programme was implemented during July and August 1983 in 9 high schools in the Western Cape Province. In a

series of 5 lessons, given over a period of time, learning-matter on leadership was integrated with the subject-matter of the Afrikaans First Languaqe Course for Std. 8 pupils. The teaching-methods selected were conducive to leadership training.

The main decisions of the languaqe course were covered: comprehension, grammar, written work and literature study.

The main objective of this programme was to establish if any change in the attitude of pupils towards leadership had taken place during this period. The two questionnaires, completed before and after the project, indicated that on the average the pupils reacted more favourably towards leadership as a result of these lessons. seven-point behavioural scale was used to measure the chang in attitude.

The following results can e reported:

Participants in proje :		
Number of pupils	280	
Girls	145	(51,8%)
Boys	135	(48,2%)
Change in attitude towards leadership		
Positive	165	(58,9%)
Negative	84	(30,0%)
Unaltered	31	(11,1%)
Average change in attitude towards leadership		
More positive	0,60 on the scale	
More negative	0,58 on the scale	
General attitude of pupils (280)		
Before the project	5,25 on the scale	
After the project	5,40 on the scale	

Although these results do not represent a dramatic change in the attitude of pupils on the average individual pupils did exhibit a considerable change in attitude, particularly those

who responded more favourably towards leadership. Participants attributed this change to the realization by pupils that leadership also requires the acquisition of specific knowledge and the fact that leadership skills can be practised.

A most interesting finding was that although the majority of the pupils (77,8%)indicated that they would like to fulfil leadership responsibilities, 47% of the pupils felt that they had been given very little opportunity in school to do so.

The evaluation of the project by the participants contributed considerably to the following guidelines for similar programmes:

- Class-based and subject-related leadership development should be a co-operative and well-co-ordinated project of a school-staff - people who were trained for leadership through staff-development programmes.

- A single or particular school-subject cannot accommodate all aspects of the proposed leadership development curriculum.

- It should be a long-termed undertaking in which skills acquired by pupils in other training leadership situations are used and expanded.

- The particular demands of the subject-matter should be respected when learning-matter on leadership is integrated with it.

- Evaluation of the leadership potential of each pupil should precede such a project. The positive aspects of each pupil's potential should be recognized as such, while the negative aspects should receive the necessary remediary attention. Evaluation should be repeated regularly.

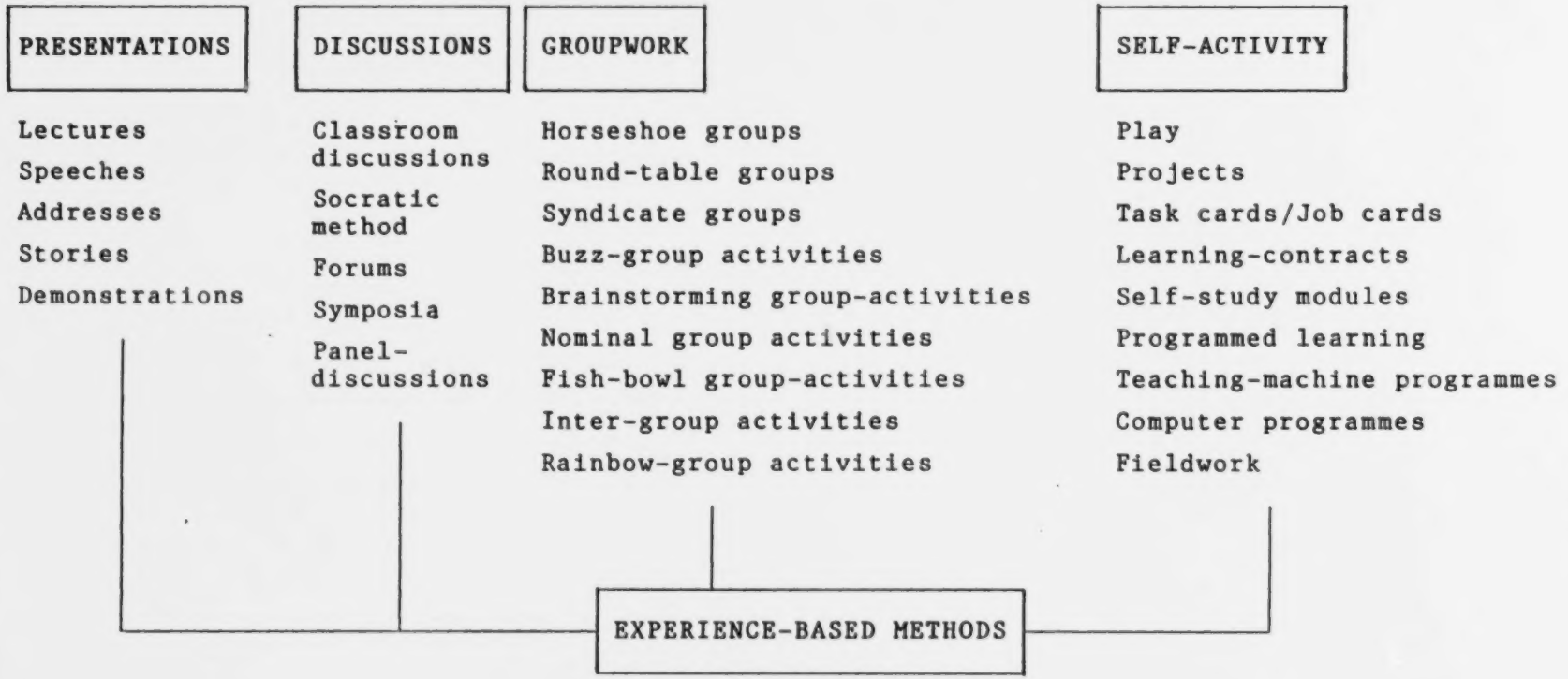
Class-based and subject-related leadership development is a teaching challenge which may lead to rewarding experiences in the class-room for both teachers and pupils.

ADDENDUM A A PROPOSED CURRICULUM FOR CLASS-BASED AND SUBJECT-RELATED LEADERSHIP DEVELOPMENT

KNOWLEDGE	SKILLS	ATTITUDES	STRATEGIES
1. Analysis of values Clarification of values	Identification of values Definition of values	Sensitive Critical Positive Objective Relaxed Adjustable Appreciative Interested Investigative Analyzing	- Creation of an atmosphere of relaxed acceptance - Modelling of leadership behaviour par excellence - Sharing of the leadership position with pupils - Creation of an academic partnership with pupils - Teaching about leadership and leaders - Implementation of appropriate teaching-methods - Advancement of specific attitudes - Problem-focused teaching - Provision for subject-related activities organized and presented by pupils - Founding / Organization of + a magnet-class for subject-leaders + a subject-related society + co-curricular leadership development programmes for subject-leaders or class-leaders
2. Typefication of leadership: - Leadership theories - Leadership styles - Manifestations of leadership - Leaders in the subject-field - Effective leadership	Modelling leader-behaviour in groups, meetings and class situations Adapting to situations Recognition of leadership potential in others Evaluation of leader-behaviour		
3. Knowledge of the self Knowledge of people Social behaviour	Self-analysis and self-evaluation Relating successfully to other people Exhibition of social manners		
4. Group-dynamic aspects Group-methods	Facilitation of group-functions in group-situations Implementation of group-methods Organization of group-activities		
5. Group-building strategies Utilization of potential Conflict-resolving	Motivation of groups and group-members Recognition and utilization of potential Resolving of conflict in groups and between people		
6. Group-procedures Chairmanship and other offices	Presiding at meetings Delegation / Control / Evaluation Fulfilling offices in groups		
7. Problem-solving Decision-making	Solving of posed problems Making decisions		
8. Research and study-methods Learning-styles	Research in the subject-field Investigation into matters		
9. Communication strategies and techniques Communication channels	Communication ability with people and group interviews Demonstration of: reading ability / logical thinking ability / creative thinking ability / writing ability / ability to hold discussions Delivering of speeches/ papers on subjects		

ADDENDUM B

A PROPOSED CLASSIFICATION OF TEACHING METHODS



(By courtesy of Dr. J. Cawood, Department of Didactics, University of Stellenbosch)

ADDENDUM C

SUBJECT-RELATED ACTIVITIES

- excursions, visits, field-work, tours, camps;
- work-shops, work-seminars, work-laboratories;
- participation in competitions among classes or schools,
- inter-class debates, panel-discussions, forums, demonstrations, exhibitions;
- projects, in-depth studies, occupational studies, regional studies;
- class-newspapers, subject-newsletters, diaries, subject-magazines, reports brochures;
- list of words, expressions, idioms, legends, stories;
- commemorative programmes, subject-evenings, cultural programmes;
- slide-shows, film-shows;
- dramatization, concerts, performances, eistedfodds;
- collections (reading-material, examples, phenomena, stories, events, paper-clippings, articles, ets.), bu letin-boards;
- creative writing, biographies f subject-leaders, case-histories;
- conservation-projects, restoration-projects, excevation-projects;
- library-services, book-reviews, film-reviews, compilation of glossaries; reading-lists, bibliographies;
- computer-programmes;
- models, teaching-aids, drawings, slides, photos, apparatus, transparancies, posters, maps, catalogues;
- group-research, group-experiments;
- record-keeping (achievements in subject-field, visitors, events, statistics, supplies, stock), book-keeping;
- time-tables, group-lists, questions;
- questionnaires, forms, lists (all kinds);
- advisory tasks (as teacher-aides, as assistants or as consultants): advertisements, typing, budgets, fashions, writing, collections, body-building, organization of different kinds of activities, subject-problems, decor, costumes, food, posters, books, television-programmes about subjects, etc.);
- typist-pool, audit-firm, sweet-shop in school;
- job-cards, task-analyses, remedial help;
- interviews, etc.

THE IDENTIFICATION OF LEADERSHIP POTENTIAL

3 DR SUNITA CONRADIE, University of Stellenbosch, Stellenbosch, South Africa.

GUIDELINES FOR THE IDENTIFICATION OF LEADERSHIP POTENTIAL IN SCHOOL PUPILS

The three main guidelines for the identification of leadership potential which I wish to stress are based on studies on the subject of identification which were undertaken during the past decade. They are however applicable to the identification of all manifestations of giftedness.

1. EARLY IDENTIFICATION

Identification of leadership potential should start as early as possible so that all potential can be nurtured to its fullest at an age when a child is impressionable and eager to co-operate. It is of the utmost importance that social giftedness and leadership potential should be chanelled in a positive direction.

2. CONTINUOUS IDENTIFICATION

Identification of leadership potential should be a continuous process. As the child develops hidden social potential emerges.

3. A MULTIDIMENSIONAL APPROACH

A multidimensional approach is essential with reference to:

(a) The criteria for identification

Leadership potential is manifested in more than either specific characteristics or specific group or leadership skills or specific behaviour patterns. The demands of different leadership situations determine which characteristics, skills or behaviour patterns will be important. Objectives for identification and identifications measures should therefore reflect these differences. It is important to determine the

positive and negative aspects of the child's potential for leadership in general or for a specific leadership position. Leadership development programmes should be adapted to expand positive aspects and to remedy the negative ones.

(b) The identification procedure

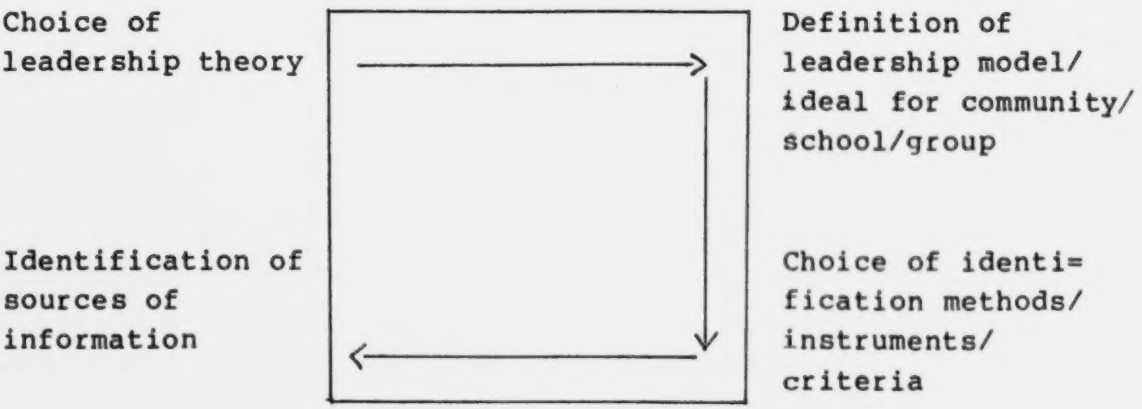
A multidemensional procedure should include the following:

- The determination of a sound leadership theory on which both the identification and the programmes will be based. This will require a study of leadership and leadership development.

- A definition of the leadership ideal or model the school or group wishes to promote.

- A choice of appropriate identification methods and instruments and the development of suitable criteria.

- The identification of the sources of information (e.g. coaches, parents, teachers, pupils, testimonials, etc.)


Choice of leadership theory
Definition of leadership model/ ideal for community/ school/group
Identification of sources of information
Choice of identi= fication methods/ instruments/ criteria

The following guide to the determination of criteria for identification can be helpful.

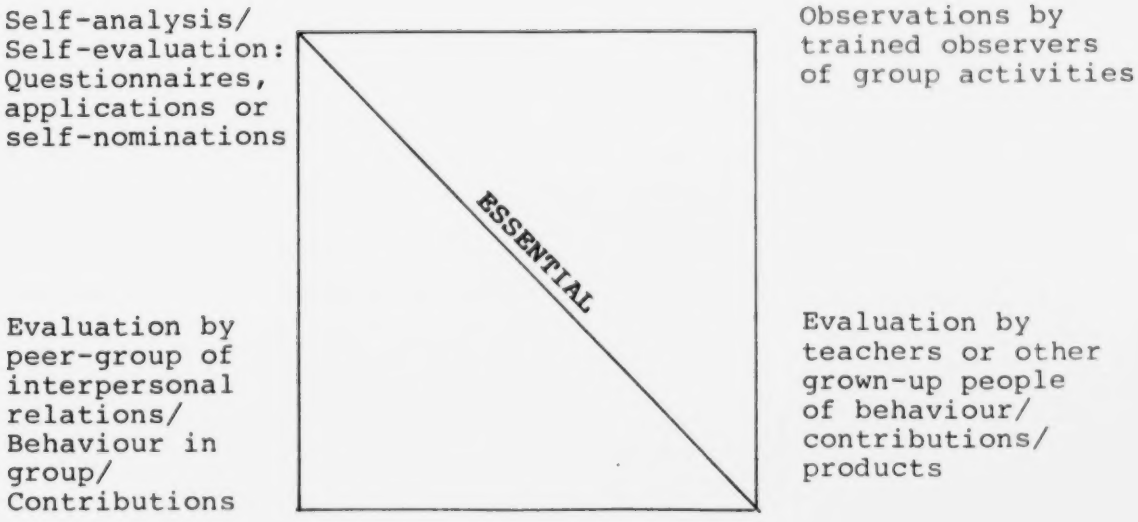
Pupil-leadership positions / Criteria for election/nomination/identification of potential	Class-leaders: Captains/Chairpersons/Sub-committee members Class-society leaders: Chairpersons/Office-bearers Editorial staff of publications: Newsletters, newspapers, journals, etc. Subject-leaders: Projects, subject activities Special leaders: Producers, Concert-masters, etc. Other leaders
	DESCRIPTION
Characteristics	The characteristics which the leaders should demonstrate are determined by the school, staff, class, society or group and pupils are evaluated against these criteria. The deficiencies can be remedied or his assets expanded.
Special gifts and skills	Identification instruments which have been developed to evaluate giftedness or skills are completed by teachers, the peer-group, parents or the pupils themselves.
Qualifications demanded by the leadership position	The specific knowledge and skills which a leadership position will demand, are analyzed. The pupil's leadership potential for the leadership position is evaluated against these criteria. The deficiencies can be remedied or his assets expanded.
General behaviour in the group as a leader or as a group-member	Observation by teachers, trained observers, groupmembers, group-leaders or other competent grown-ups and pupils give valuable information on leadership potential.
Interaction in groups and interpersonal relations	Teachers, group-leaders and group-members can assist in this type of identification by completing sociometric instruments.
Acceptance of leadership tasks	Pupils can do self-evaluation by determining the leadership functions which they themselves fulfil in a group or evaluate the contributions which fellow-groupmembers make.
Potential leadership styles	Identification instruments have been developed to determine leadership styles. They are based on self-analysis or evaluation by group-members and can indicate assets and deficiencies.
Learning-styles	This type of criteria can supply information about a pupil's ability to act independently or think creatively, two valuable leadership assets.
General impression	A pupil's leadership behaviour is never the sum total of the above-mentioned criteria. A general impression is however a helpful criterium.

A list of identification instruments has been compiled. Most of these instruments were however developed for the evaluation of grown-ups. They will have to be adapted if used for the evaluation of pupils. A study of these instruments reveals the varying approaches to the leadership phenomenon (see Addendum D: **IDENTIFICATION INSTRUMENTS** (in Afrikaans only)

(c) The identification methods

Any identification procedure should include various evaluation types:

> Self-analysis by the pupils and the objective evaluation of pupils by teachers (or other responsible grown-ups) are essential methods. These evaluations become more valid if verified by the observations of the group activities of pupils made by competent observers or through the evaluations by the peer-group.


Self-analysis/ Self-evaluation: Questionnaires, applications or self-nominations
Observations by trained observers of group activities
ESSENTIAL
Evaluation by peer-group of interpersonal relations/ Behaviour in group/ Contributions
Evaluation by teachers or other grown-up people of behaviour/ contributions/ products

ADDENDUM D

IDENTIFICATION INSTRUMENTS

Compiled by S.M. Conradie (Only available in Afrikaans) 1

IDENTIFISERINGSINSTRUMENT	ONTWERPER	BESKRYWING	BRON
ADOLESSENTE SELFKONSEPSKAAL (ASKS)	Vrey, J.D. s.j.	Selfevaluering Selfkonsep 100 items Positiewe of negatiewe keuses Deskundige toepassing	Vrey, J.D. s.j. Handleiding vir die Adolessente Selfkonsepskaal (ASKS) Pretoria: UNISA
FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION-BEHAVIOR (FIRO-B)	Schutz, Will C. 1967.	Selfevaluering Interaksie 6 gedragskategorieë 54 items 5-puntskaal Behoeftebepaling	Consulting Psychologists Press 577 College Avenue Palo Alto CALIFORNIA 94306, U.S.A. (Kopiereg 1967: William C. Schutz, Consulting Psychology Press)
HOERSKOOLPERSOONLIKHEIDSVRAELYS (HSPV)	Cattell, R.B. & Cattell, M.D.L. 1967.	Selfontleding Persoonlikheidseienskappe 142 items 3 alternatiewe Deskundige toepassing	Institute for Personality and Ability Testing (IPAT) ILLINOIS, U.S.A. (Kopiereg: soos hierbo) Aangepas en gestandaardiseer vir gebruik in Suid-Afrika: E.M. Madge en L. du Toit Instituut vir Psigometriese Navorsing R.G.N. PRETORIA (Kopiereg: 1967 en 1974).
IDENTIFISERING VAN POTENSIELE JUNIOROFFISIERE, SUID-AFRIKAANSE WEERMAG	Sielkundige Dienste Personeelontwikkeling Militêre Mediese Instituut S.A. Weermag	Instrukteurs/Makkerevaluering 22 eienskappe 32 items 9-puntskaal rangorde	Militêre Mediese Instituut S.A. Weermag Bron: Muller, E.M. 1978. Die vormingskursus vir junioroffisiere in die Suid-Afrikaanse Weermag. M.Ed.-verhandeling, Universiteit van Stellenbosch.
LEADERSHIP ABILITY EVALUATION (LAE)	Cassel, R.N. & Stancik, E.J. 1961.	Leierskapvermoë 50 items Veelkeuse-antwoorde	Western Pscychological Services Los Angeles, CALIFORNIA U.S.A.
LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ)	Stogdill, R.M.	Makkerevaluering Taak/Mensoriëntering 100 items	College of Administrative Science The Ohio State University Columbus OHIO 43210, U.S.A.
LEADERSHIP EFFECTIVENESS AND ADAPTABILITY DESCRIPTION (LEAD)	Hersey, Paul & Blanchard, Kenneth, M. 1973.	Selfevaluering Aanpasbaarheid van leierstyl 12 leiersituasies 4 antwoordkeuses	Learning Resources Corporation 8517 Production Avenue P.O. Box 26240, San Diego CALIFORNIA 92126, U.S.A. Kopiereg 1973: Center of Leadership Studies
LEADERSHIP OPINION QUESTIONNAIRE (LOQ)	Fleishman, Edwin, A. 1960.	Selfevaluering Taak- en Mensoriëntering van persoon. 40 items 5-puntskaal	Science Research Associates Inc., 155 North Wicker Drive Chicago ILLINOIS 60606, U.S.A. (Kopiereg 1960: Science Research Associates, Inc.)

IDENTIFISERINGSINSTRUMENT	ONTWERPER	BESKRYWING	BRON
LEADERSHIP Q-SORT TEST (LQT)	Cassel, Russel N. 1958.	Selfevaluering Leierseienskappe 60 items Deskundige toepassing	Psychometric Affilliates P.O. Box 3167 Munster INDIANA 46321, U.S.A (Kopiereg 1958: Russel N. Cassel)
LEARNING STYLES INVENTORY (LSI)	Kolb, David A & Fry, Donald. 1974.	Selfevaluering Leerstyle (4) 9 items 4 antwoordkeuses	McBer & Company 137 Newbury Street Boston MASSACHUSETTES 02116, U.S.A.
LEAST PREFERRED CO-WORKER	Fiedler, F.E. 1967.	Makkerevaluering (benut as selfevaluering) Leier/Lidverhoudinge 16 items 8-puntskaal	Fiedler, F.E. 1967. *A theory of leadership effectiveness.* New York: Mc Graw-Hill, 310 p.
LEERLINGSELFEVALUERING	Conradie, S.M. 1983.	Selfevaluering Persoonlikheidseienskappe en werkswyses 20 items 5-puntskaal	Departement Didaktiek Universiteit van Stellenbosch STELLENBOSCH
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MAKKEREVALUERING IN KLEIN-GROEPE	Departement Didaktiek Universiteit van Stellenbosch. 1980.	Makkerevaluering Persoonlikheidseienskappe 10 items 9-puntskaal	Departement Didaktiek Universiteit van Stellenbosch STELLENBOSCH
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STYLES OF LEADERSHIP SURVEY	Hall, Jay & Williams, Martha S. 1968.	Selfevaluering Identifisering van eie leierstyl Denkbeeldige leiersituasies 120 items met 5 antwoord-keuses elk	Teliometrics Int'l P.O. Box 314 The Woodlands TEXAS 77380, U.S.A. (Kopiereg 1968: Teliometrics Int'l)

IDENTIFISERINGSINSTRUMENT	ONTWERPER	BESKRYWING	BRON
T-P QUESTIONNAIRE *	Stogdill, R.M. Variasie van LBDQ (minder items)	Selfontleding Taak/Mensoriëntering 35 items 5-puntskaal	University Associates 7598 Eads Avenue La Jolla CALIFORNIA 92037, U.S.A.
UNDERSTANDING YOUR LEADERSHIP BEHAVIOR *	Onbekend	Selfontleding Taak/Mensoriëntering 20 items 5-puntskaal	Onbekend
VRAELYS AAN OUERS *	Conradie, S.M. 1983.	Evaluering deur ouers Persoonlikheidseienskappe en werkswyses 20 items 5-puntskaal	Departement Didaktiek Universiteit van Stellenbosch STELLENBOSCH
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LEADERSHIP DEVELOPMENT AT PAUL ROOS GYMNASIUM

4 MR JOHAN SLABBERT, University of Stellenbosch, Stellenbosch, South Africa.

1. INTRODUCTION

After 27 years in the teaching profession and having had direct contact with student leaders continually during the last 21 years I am rather concerned about leadership in our high schools. I state this because I have experienced what can be called **the two sides of leadership at school level.** I have seen the joy on the faces of student leaders when I hand them their badges of office, as well as the tension of these same faces when the burden of leadership has become too much to bear. I have seen the stars in their eyes when they taste success, and also seen them slip away into a quiet corner to lick their wounds when they have been criticized for failing. I have seen them excited about a new idea and their disappointment when the system has said: **You're out of bounds. Stick to your assignment.** I have seen them come back from training seminars, bubbling and bursting with new ideas and knowledge, and then wait and wait and wait for the nod from the headmaster or teacher to go ahead and apply the new knowledge and skills.

My concern leads me to ask two questions:

1. Why does this happen?
2. Can't we do something about it?

2. THE SEARCH FOR ANSWERS

We analyzed the leadership situation in our school and found the following:

PAUL ROOS GYMNASIUM

TOTAL ENROLMENT: 664

NO. OF LEADERSHIP POSITIONS: 373

Training Programme	Position	No of students	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10
	Student coun=cil	15					X
	Guardians	10					X
	Class commit=tees	100	X	X	X	X	X
	Sport captains	96	X	X	X	X	X
	Clubs-committees	90			X	X	X
X	Library pre=fects	8		X	X		X

Training Programme	Position	No of students	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10
	St. Council (Boarders)	11				X	X
X	Bus Captains	27					X
	House Leaders	16	X	X	X	X	X
	TOTAL:	373					

THE "WASTED" YEARS

A further analysis of this "summary of leadership" in our school (not taking class committees into consideration) gives the following facts:

* 233 leadership positions are held by students in their final school year (Std 10/Gr. 12)

* Only 50 positions are available to pupils from Stds 6-9.

* Only 3 groups get any formal training of some or other kind and only 2 individuals from the Students' Council participate in a planned and well presented training programme.

* The four years (stds 6-9) are lost to leadership development.

From these facts we got the answer to our first question. We usually expected more than 200 students to be leaders in their final school year but gave them very few opportunities for practical leadership and very little attention was given to leadership development in the years preceding the final year.

We felt that the answer to our second question is "Yes", and we decided to take the following two steps:

(a) We created 100 new leadership positions (class committees).

(b) We planned a development programme for these leaders, thereby creating a leadership pool from which we draw the 200+ leaders we need in Std 10.

3. A PHILOSOPHY FOR LEADERSHIP DEVELOPMENT

Before we embarked on our Leadership Development Programme we stated our Philosophy for Leadership Development in writing. It can be best expressed by the following six statements:

1. Every child, when grown-up, may at some or other time find himself in a situation which will call on him to lead. We have a duty to prepare him for this challenge.

2. It is better to guide him in his first adventures into leadership in the safe, controlled and sympathetic school situation where results can be monitored and corrected if necessary.

3. The development programme should link up with actual practice and therefore immediate and obvious application.

4. Young leaders should have sound models on which they can base the development of their own leadership style.

5. We may not agree about the ways and means of identifying leaders but we agree:

(a) That we need good leaders
(b) That they should be better trained to meet the challenges of the future.

6. We should ensure that their first experience in leadership positions will be successful.

4. A SYSTEM OF CLASS COMMITTEES

We endeavoured to incorporate the above-mentioned principles into our structure of Class Committees. In designing this system we had the following in mind:

* Identifying the student leaders

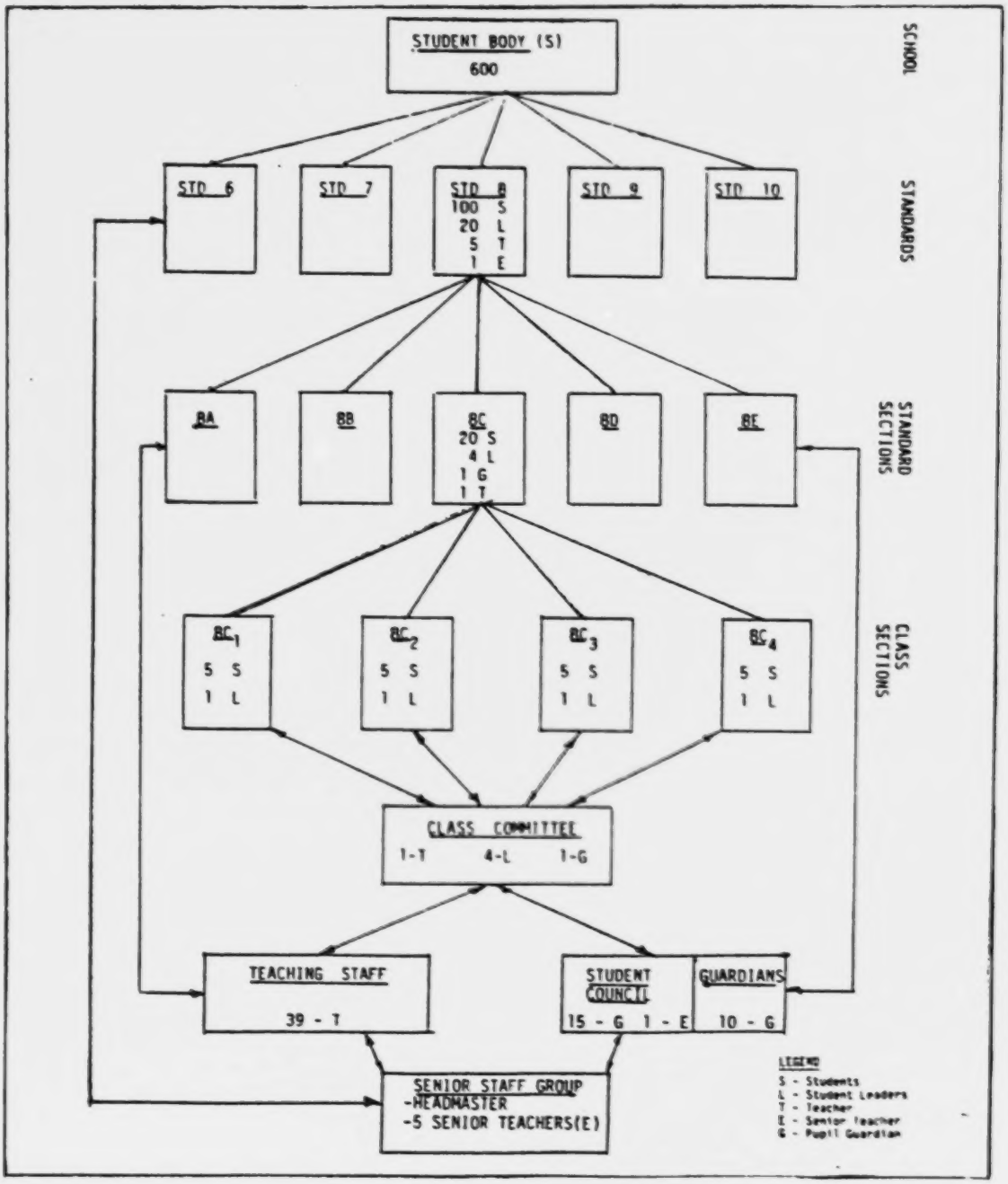
* Inviting them into a Leadership Development Programme

* Using the trained leaders to be junior partners in running the school.

A bonus was the creation of a two-way communication network between the teaching staff and the students.

In order to do this we had to design an **ORDERED STRUCTURE** within which the student leaders could operate while they received their training.

The following diagram explains this structure:


STUDENT BODY (S)
600
SCHOOL
STD 6
STD 7
STD 8
100 S
20 L
5 T
1 E
STD 9
STD 10
STANDARDS
8A
8B
8C
20 S
4 L
1 G
1 T
8D
8E
STANDARD SECTIONS
8C1
5 S
1 L
8C2
5 S
1 L
8C3
5 S
1 L
8C4
5 S
1 L
CLASS SECTIONS
CLASS COMMITTEE
1-T 4-L 1-G
TEACHING STAFF
39 - T
STUDENT COUNCIL
15 - G 1 - E
GUARDIANS
10 - G
SENIOR STAFF GROUP
-HEADMASTER
-5 SENIOR TEACHERS(E)
LEGEND
S - Students
L - Student Leaders
T - Teacher
E - Senior Teacher
G - Pupil Guardian

The following procedure is followed:

(a) The student body is divided into 100 cells of 6-7 students each, with an elected leader in each cell.

(b) The 4 leaders in each class section are the target group who participate in the development programme.

(c) The 4 leaders, class teacher and senior student (guardian) form a Class Committee with the students acting as chairman, secretary, etc. on a rotation basis.

(d) In each group, student cell, class section or standard we place a leader model, a senior student or senior member of the staff, to guide the leaders-in-training as they go about their duties.

5. **A MEANINGFUL DEFINITION OF OBJECT**

A structure is of no value unless there is a good reason for its inception. In order to bring "life" to our structure we planned a new set of duties for class committees which differ from the traditional duties of the well-known "class captain".

The traditional duties are usually confined to:

* Clean the blackboard!

* Be available to do the odd jobs!

* Deliver these messages please!

* Keep them quiet while I'm away!

* Take this list of absentees down to the secretary!

Our **NEW APPROACH** comprises the following:

Teach them how, and allow them to be partners in the **planning of** projects.

Use them as partners in **Decision Making** about

- A work schedule
- Homework to be done
- The selection of textbooks and prescribed works
- The choice of subjects for creative writing

* Teach them **problem solving skills** and use their expertise to solve problems common to a high school.

* Teach them to **communicate** effectively and act as a link between the staff and the student body

* Teach them **brainstorming techniques** and use these acquired skills to get an input from each member of the student body.

* Use them to disseminate information and act as well-informed change agents.

6. A DRAFT PROGRAMME FOR THE FIRST YEAR OF LEADERSHIP TRAINING

This new approach led to the following programme suggested for Std 6:

1. Who are you? (A questionnaire to determine previous experience and training as leaders).

2. What we want you to do?/What would you want to do as leaders? (An open discussion of their duties, privileges and powers.)

3. What do you know about leadership? (A questionnaire to determine the available knowledge and background.)

4. Objectives and aims. (You should have them in writing!)

5. What is "LEADERSHIP"?

6. My assignment and those I lead.

7. Mr. Chairman! (How to conduct a meeting.)

8. Planning - part of the art.

9. We reached our goal! (The value of teamwork.)

10. Decision-making.

11. Problem-solving.

12. Communication. Lines of communication in our school and how to use them.

13. Leadership structures/patterns in our school.

14. Evaluating our programme.

7. CONCLUSION

If this programme proves to be an adequate introduction to leadership training we envisage the following:

* The inclusion of non-elected but identified leaders into a second training programme running parallel to this one.

* Developing programmes for the training 4 years of the secondary school career by additions to this programme, or doing in depth studies and discussions of the same topics.

* Planning a more general programme for the whole student body.

* More specialized programmes developed for specific leadership positions (e.g. sport captains, secretaries and societies, etc.).

At this stage we regard our initiative as an experiment of which the results will have to be evaluated for proof that we are on the right track.

CREATING THE CLIMATE FOR CLIMBING THE LEADERSHIP LADDER

5

DR CHRIS A KAPP, Bureau for University Teaching, University of Stellenbosch.

1.1 In the class and subject teaching potential leaders can be identified and opportunities can be created for leadership development. By individualizing his teaching, the teacher can promote leadership development. By differentiating in his teaching approach and by acknowledging good performance, potential leaders' self concept can be improved. By setting an example as leader, potential leaders can identify with the teacher. By creating opportunities for socialization in the teaching-learning situation, opportunities for leadership development are created. In discussion groups in the classroom, leadership qualities such as sensitivity for people, effective communication, group morale, the ability to interpret abstract ideas and concepts, problem solving and the specific leadership skills can be developed. Examples of leadership in the subject can have a positive influence on leadership development.

1.2 The aims and functioning of prefect councils/head prefects.

The era when prefect councils were held responsibile for the maintenance of law and order amongst their fellow pupils, have fortunately come to and end. This unjustified expectation of pupil leaders to apply school rules and act as disciplinarians, have been progressively replaced by some of the following aims:

- to be the true representatives of the pupils of the school;
- to decide for themselves on means, methods and activities to promote the welfare of the school.

These general aims could be sub-divided into numerous objectives appropriate to the specific situation of a particular school. To enable pupil leaders to achieve these aims, attention should be given to the functioning of prefect councils. Matters which may play a role in the functioning of a prefect council, include the following:

- the size of the prefect council should be determined by its functions;
- according to the specific functions of duties, a system of sub-committees should be used ;
- a written constitution is essential for the efficient functioning of a prefect council;
- a liaison teacher who is acceptable to all prefect council

members should be appointed.

- regular meetings of the prefect council should be held;
- a year program should be designed, preferably at a training seminar before the beginning of the school year.
- pupils from other classes should be included on sub-committees to create opportunities for leadership development
- the prefect council should have its own office.
- the activities of the prefect council should be evaluated.
- ample opportunities for participation by pupils should be created during the year.

It is only when the prefect council functions sound, that all the opportunities for leadership development can be adequately utilized.

1.3 The position of head prefect as a climax of leadership development in the school

Being the head prefect of a school can be compared to being the mayor of a city or the prime minister of a country - it represents the pinnacle of the leadership ladder. To become a head prefect, presupposes a variety of characteristics and attributes. It presupposes that a head prefect has had previous opportunities to be a leader and has successfully done so. Somehow he must have impressed his followers to gain their support and recognition. In this regard the position of head prefect may be regarded as the ultimate pupil leadership position in the school. It serves as a confirmation of leadership qualities previously identified and qualities which were cultivated to enable the head prefect to develop all his potential as a leader. Although this position may be regarded as the last step of the leadership ladder in the school, it may be the open door to more leadership opportunities.

1.4 A structure for pupil leadership development in the Cape Province

The Educational Leadership Development Project of the University of Stellenbosch have been involved in pupil leadership development for the past six years. The main thrust of this project has been the annual head prefect seminars. These residential seminars are held during the first weekend of the school calender and is attended annually by the head boy and head girl of approximately 90% of the high schools in the Cape Province. The seminars are presented on a decentralized bases at six different venues catering for approximately fifty pupils each from ten different

regions. Except for these leadership development opportunities, school principals who have attended extended workshops for beginner-principals or experienced principals had a four hour training module on pupil leadership development. Opportunities for the training of liaison teachers are made possible by the Teachers' Centres in each region. These seminars commence on a Friday afternoon at noon and conclude on the Sunday afternoon after lunch. A team of twenty carefully selected and well-trained seminar leaders, who are all members of the Leadership development team, are responsible for designing and presenting the seminars.

1.5 The contents of the leadership seminars for head prefects

The leadership development seminars for head prefects are presented in an island situation (retreat) and training is done by using structured group work, objective oriented learning experiences and experience based learning. Involvement and participation by each head prefect ensures maximum opportunities for growth and leadership development. Each head prefect receives a copy of the book, IF YOU ARE ELECTED and has to read selectively from this as preparation for the seminar.

The program includes training modules on the following:

- orientation to leadership styles, theories, task and people orientation;
- leadership skills such as communication, decision making, problem solving, handling groups and meetings;
- the duties of a prefect council and special attention to various specific duties;
- self-knowledge;
- designing a variety of activities for a prefect council.

1.6 An evaluation of the leadership development project for head prefects

Each of these seminars are evaluated by each individual head prefect who attends the seminar. Feedback is obtained on all the aspects of the seminar. This has always been very positive and has enabled the project team to maintain a very high standard. Research by Firmani has also indicated that an important change in the level of functioning of prefect councils in high schools in the Cape Province has taken place in the past six years.

1.7 The Future

The leadership development project for head prefects in Cape Provincial secondary schools have proved to be very successful and has provided in a need for leadership training and development for pupil leaders.

As for the future, the following considerations are presently receiving attention:

- a continuous re-evaluation of the training program in terms of changing needs of the school community;
- a training program for liaison teachers to be presented in conjunction with the Teachers' Centres;
- a follow-up seminar (phase two) for forty of the most promising youth leaders in the middle of their final school year;
- a student leadership development project at the University of Stellenbosch which aims at continuing the leadership development done during the school years and is done for first year students, chairpersons of hostel committees and student societies and members of the Students' Representative Council.

By creating opportunities for leadership development for pupil leaders at secondary school level and by facilitating student leadership development at university level the University of Stellenbosch hopes to contribute substantially to the quantity and quality of leaders in Southern Africa.

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PANEL DISCUSSION: INGENIUM 2000

Creating the climate for climbing the leadership ladder

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